EDUCATION STRATEGY 2018-2023
CONSULTATION RESULTS

Background

The consultation for the Warwickshire County Council Education and Learning Strategy 2018-2023 took place between 5th March and 2nd April 2018. The new Education and Learning Strategy will replace the current document 'Education Strategy' – Championing the Learner – Vision, Values and Priorities 2014.

The recent DfE publication 'Unlocking Talent, Fulfilling Potential, December 2017' outlines how the Government intends to improve social mobility through education. The four national ambitions outlined in the DfE publication are;

 (i) Close the 'word gap' in early years
 (ii) Close the attainment gap in school, continuing to raise standards for all
 (iii) High quality post-16 education choices for all young people
 (iv) Everyone achieving their potential in rewarding careers

The results presented in this document are based on an online questionnaire survey. Feedback from the Head Teachers' Conference in March 2018 via a Facilitated Group Survey has also been included. It should be made clear that this is part of a much wider consultation that involved face-to-face and focus group consultation events.

The online questionnaire survey received 176 responses. Respondents were provided with background information about the consultation on the Citizen Space 'Ask Warwickshire' webpage, here respondents were provided with an overview of the Education and Learning Strategy, the reasons why Warwickshire County Council was consulting and information for why the policy was being updated. The key elements of the policy were outlined and further information regarding the consultation was provided, including FAQs and the Equality Impact Assessment.

Respondents were asked for their level of agreement for each of the four priorities for education and whether they felt that the draft Education Strategy achieves clarity on the Council's role. Respondents were also asked if they would like to provide any further comments and suggestions related to the draft strategy in question.

METHODOLOGY

An online survey software tool, Citizen Space, was used to carry out the survey. All questions were loaded into this tool and the link to the online survey was shared via the Citizen Space webpage. The data was then downloaded and analysed in Microsoft Excel utilising pivot tables and graphs. The qualitative elements of the survey (open ended questions) were analysed by Osiris (an external resource). The online survey received 176 responses.

Feedback from the Head Teachers' Conference in March 2018 was included via the Facilitated Group Survey to provide an overview of educational staff responses to the draft Educational Strategy.

- The majority of respondents (92%) support Priority 1 regarding promoting the best possible start in life through early education.
- Almost two-thirds (65) of respondents chose to leave a comment or suggestion regarding Priority 1. A consistent message from the comments provided was that, whilst there was often broad agreement that promoting the best possible start in life through early education is crucial, there was uncertainty as to how this would be achieved in an environment of funding cuts and service closures.
- The majority of respondents (93%) support Priority 2 regarding unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.
- A total of 71 respondents chose to leave a comment or suggestion regarding Priority 2. A consistent message from the comments provided was that, whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to *all* children, not just those classed as vulnerable. Another key theme raised by respondents is the importance of mental health support and channels of communication to enable vulnerable learners to fulfil their potential.
- The majority of respondents (82%) support Priority 3 regarding supporting successful system leadership although there is less support for this in comparison to Priorities 1, 2 and 4.
- A total of 52 respondents chose to leave a comment or suggestion regarding Priority 3. A consistent message from the comments provided was that there is no clear plan in the draft Education and Learning Strategy as to how this Priority will be achieved and confusion as to what "successful system leadership" actually means.
- The majority of respondents (91%) support Priority 4 regarding promoting employability.
- A total of 51 respondents chose to leave a comment or suggestion regarding Priority 4. A consistent message from the comments provided was that promoting academic achievements should not be to the detriment of employability. Life skills, not just academic skills, are also crucial.
- Forty-one percent of respondents state that the draft Education and Learning Strategy achieves clarity on the Council's role whilst 15% believe it does not. However, 43% of respondents are unsure as to whether the draft Strategy achieves clarity on the Council's role.
- A total of 37 respondents chose to leave a comment or suggestion regarding the draft Strategy achieving clarity on the Council's role. A consistent message from the

comments provided was that no specific details or practical action points as to how these proposals/targets will be met have been provided.

- The key issues raised in the open text question regarding any comments or suggestions on what respondents would like to see in the Education Strategy are: a more inclusive Education Strategy required, a focus on life/employability skills and not just educational achievement, more support for vulnerable children, support for teacher/staff/school training and development, more funding is required to achieve the Priorities, and a clear action plan needs to be put in place in order to achieve these goals.

- Feedback from the Head Teachers' Conference in March 2018 (via the Facilitated Group Survey) shows that there is support from Head Teachers for the Priorities. In particular, the recurring themes from the comments provided were that more funding, training and support, as well as 'joined up thinking' (connecting schools, other local services and parents) is required in order for the Priorities to be successful.

RESULTS - CONSULTATION ANALYSIS

About respondents

Respondents were asked to identify which category best described their interest in the survey. Table 1 gives a breakdown of survey respondents.

Table 1. Breakdown of survey respondents

Type of respondent	Total
Parent, guardian or carer	88
Other	16
General public	13
Primary education staff	12
Primary Head Teacher	9
Other specialist staff	9
Early years staff or provider	6
Secondary education staff	5
College / Further education staff	5
Other group or organisation	5
Pupil / student	4
Special school staff	3
Nursery school staff	1
Total	**176**

Area Respondent Lives / Works	Total
Warwick District	71
Stratford on Avon District	38
Nuneaton & Bedworth Borough	23
Rugby Borough	23
Live outside of Warwickshire	9
Countywide	6
North Warwickshire Borough	4
Other	1
Prefer not to answer	1
Total	**176**

Over half of respondents (57%/101) were made up of either parents/guardians/carers or general public. Those in the 'other' categories also included 11 governors, 5 speech and language therapists, as well as a number of those who considered themselves to be working in an education capacity/environment *and* a parent.

The majority of respondents to the survey were female (73%), of White British ethnicity (84%) and aged between 30-59 years (80%). When comparing the respondent profile with the proportion of residents living or working in each district and borough in Warwickshire overall, it becomes evident that the north of the county is under-represented in the sample. For example, 11.4% of the Warwickshire population reside in the North Warwickshire Borough, however in the sample just 2% of respondents are living or working in North Warwickshire. Nuneaton and Bedworth Borough is also under-represented, with only 13% of respondents living or working in this borough, compared with 22.8% of the Warwickshire population.

Survey Responses

Respondents were asked whether they agreed or disagreed with the following statements regarding the education strategy:

- *To what extent do you agree or disagree with Priority 1 Agreement 'Early Years'?*

- *To what extent do you agree or disagree with Priority 2 Agreement 'Vulnerable Learners'?*

- *To what extent do you agree or disagree with Priority 3 Agreement 'System Leadership'?*

- *To what extent do you agree or disagree with Priority 4 Agreement 'Employability'?*

Figure 1. Proportion of all respondents answering 'Strongly agree', 'Agree', 'Neither agree nor disagree', 'Disagree', 'Strongly disagree' and no answer to survey statements on education Priority Agreements
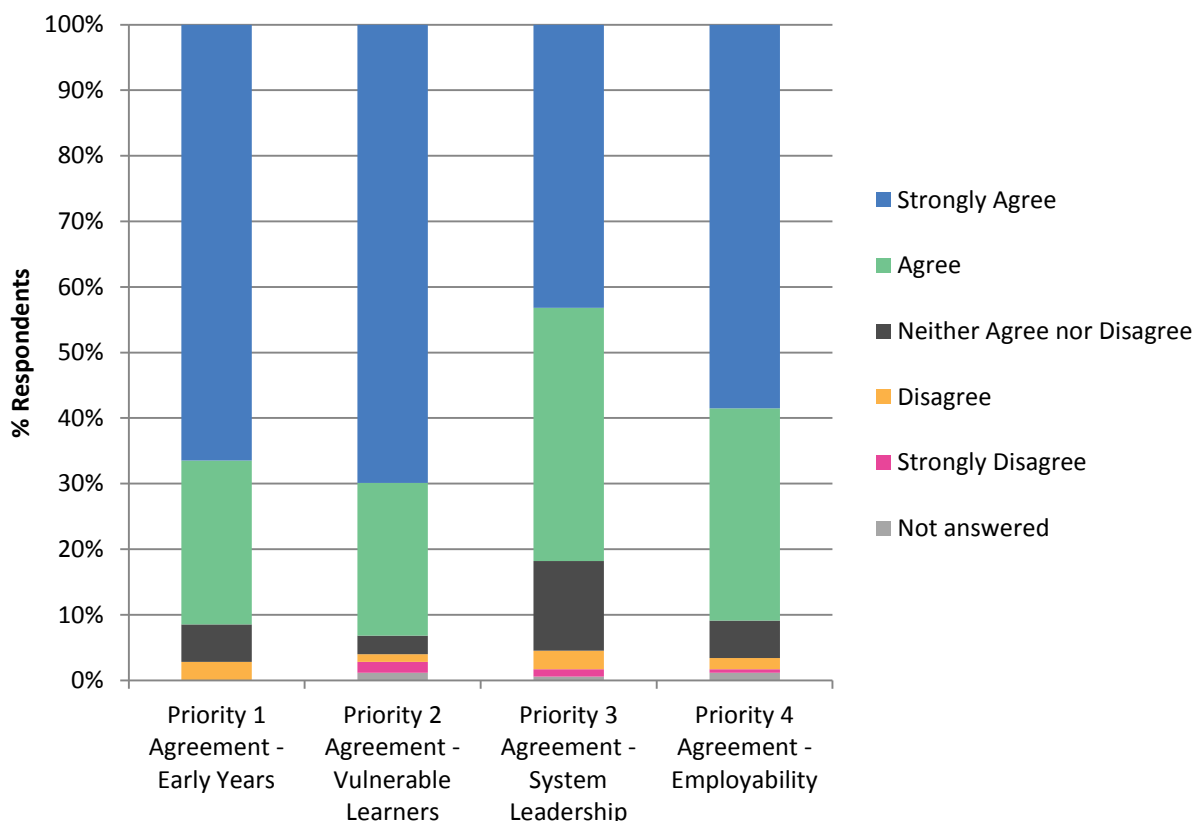
Figure 1 highlights the proportion of all respondents who agreed or disagreed with regard to the education Priorities listed. In general, agreement with all statements was relatively high; over half of respondents either strongly agreed or agreed with each Priority. For Priorities 1, 2 and 4, over 90% of respondents were in favour ('strongly agree' combined with 'agree') of these Education Priorities. There was slightly less agreement for Priority 3 where 14% 'neither agree nor disagree' with this Priority and 4% oppose it ('disagree' combined with 'strongly disagree'). Tables 2, 4, 6 and 8 highlight differences in responses between respondent categories.

Priority 1 – Promoting the best possible start in life through early education

Respondents were asked to what extent they agreed or disagreed with Priority 1 Agreement 'Early Years' – promoting the best possible start in life through early education.

Table 2. Priority 1 Agreement 'Early Years'

	To what extent do you agree or disagree with Priority 1?					
Type of respondent	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly Disagree**	**Not Answered**
Parent, guardian or carer	49	29	7	3	0	0
Other	14	2	0	0	0	0
General public	8	4	1	0	0	0
Primary education staff	10	2	0	0	0	0
Primary Head Teacher	9	0	0	0	0	0
Other specialist staff	7	1	1	0	0	0

Early years staff or provider	6	0	0	0	0	0
Secondary education staff	3	1	0	1	0	0
College / Further education staff	3	2	0	0	0	0
Other group or organisation	3	1	1	0	0	0
Pupil / student	2	1	0	1	0	0
Special school staff	2	1	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	**117**	**44**	**10**	**5**	**0**	**0**

The figures in Table 2 indicate that the majority of respondents (66%/117) 'strongly agree' with Priority 1 whilst a further 25% (44) agree. Only 5 respondents (3%) disagree with Priority 1.

Support for Priority 1 (respondents who 'strongly agree' and 'agree' combined) was lower for Pupils / Students (75%) than Parents / Guardians / Carers (89%) and the General Public (92%). Indeed, 98% (40 respondents) across all those respondents who work in an education capacity/environment 'strongly agree' or 'agree' with Priority 1 and promoting the best possible start in life through early education.

Support for Priority 1 was most pronounced in Rugby Borough where 70% of respondents strongly agreed with this Priority. Conversely, opposition to Priority 1 was most strongly felt in Stratford-on-Avon District (8% 'disagree').

Additional comments related to Priority
A total of 65 respondents chose to leave a comment or suggestion regarding Priority 1. A consistent message from the comments provided was that, whilst there was often broad agreement that promoting the best possible start in life through early education is crucial, there was uncertainty as to how this would be achieved in an environment of funding cuts and service closures.

Table 3. Qualitative themes relating to Priority 1 Agreement – online survey only

Theme	Examples for illustration	Count (base = 65)
Promoting the best possible start through early education is crucial	*"I think a good start in education sets the mindset for education later in life. If children do not enjoy schooling in early years, I think this sets the mindset of not enjoying, and not succeeding in education in later years"* *"Early help helps children begin education with a strong foundation. Without this a child can be left disadvantaged"* *"It has been proven through robust research that investment in early years education and care pays dividends for the child, society and the economy in later years"* *"A focus on the Early Years is of the utmost importance in achieving good outcomes for children. A 'bottom up' approach is far more successful in supporting this than intervening later in a 'catch up', 'reactive' way. Putting the resources into the Early Years means children have a better chance of bringing positive contributions to society as adults, as they have good foundations set for learning and life-skills development that*	35

	follows" *"To focus on early years education enables a twofold benefit. Firstly to give children the best possible start in life, and secondly to enthuse them to learn more. This would, I feel, reduce inequality of opportunity in later life as well as improving outcomes at key stages"*	
Funding cuts and service closures (eg. closure of Children's Centres) will hinder the success of Priority 1	*"Early years education requires adequate levels of funding to provide staff who are experienced and skilled in the identification of needs and the development of individual programmes and support to ensure progress and achievement at all stages in the future"* *"Unless it is adequately funded and there is a far, far greater understanding of its importance across the breadth of Schools, the Local Authority and multi-agency partners, then it will be difficult to achieve"* *"This will only be possible if the Early Years settings are given the support that is needed. Due to the constant funding cuts all Early Years settings are facing a battle on a daily basis. Lack of support, having to buy in training, the lack of qualified level 3 staff, poor pay, Early years staff not being valued by other professionals, referral waiting lists for children to be seen by health professionals will all hinder this"* *"Why are Children's Centres being closed? They support disadvantaged children and their parents with informal and some formal early years education"* *"[Priority 1] seems to be at odds with the reduction in Children's Centres that will be happening. Life certainly would have been much harder for me without the excellent care and support received through the children's centres in Kenilworth"* *"This must include the new children's centres and private nurseries. Unless resources and suitable partnerships are enabled then Priority 1 will fail"*	24
There should be a focus on quality early education that engages and encourages	*"I don't think it's enough to just say we want early education - we should be aiming for the best by stating we will promote the best possible start in life through high quality early education. All young children should have the opportunity to attend Good or Outstanding early years provision. Outcomes for early years children should exceed national levels"* *"This must not be achieved by teaching to the lowest common denominator as this is closing the gap by disadvantaging other learners. Enabling all pupils to reach their potential is paramount"* *"If children do not enjoy schooling in early years, I think this sets the mindset of not enjoying, and not succeeding in education in later years"* *"Although I do strongly agree with the importance of high quality early years provision, the way the outcome is monitored at age 5 will be important. At this age they are so little and need to love learning. It is important that the outcomes focus on social and emotional wellbeing and developing this love of learning. If the outcomes become a tick box*	21

	exercise that in any way steers away from these important goals it could be counter-productive"	
No 'one-size-fits-all' approach – identification of individual needs and support	*"There needs to be enough support in place for those who aren't ready for formal learning and flexibility around learning to allow for different paced learners. One size in reality fits hardly anyone"* *"I do not necessarily agree that education in this context means 'measured or quantified' performance"* *"Other services need to be involved with disadvantaged learners to support all areas of their lives and development. Also any educational reforms need to take into account best practice and methods based on early years development across all areas of learning"* *"The gap between education and social care is too great. Joined up thinking is required"*	17

Priority 2 – Unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners

Respondents were asked to what extent they agreed or disagreed with Priority 2 'Vulnerable Learners' – Unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.

Table 4. Priority 2 Agreement 'Vulnerable Learners'

	To what extent do you agree or disagree with Priority 2?					
Type of respondent	**Strongly Agree**	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly Disagree**	**Not Answered**
Parent, guardian or carer	60	21	3	1	2	1
Other	15	1	0	0	0	0
General public	7	3	1	1	1	0
Primary education staff	8	4	0	0	0	0
Primary Head Teacher	6	3	0	0	0	0
Other specialist staff	7	1	1	0	0	0
Early years staff or provider	6	0	0	0	0	0
Secondary education staff	2	3	0	0	0	0
College / Further education staff	3	1	0	0	0	1
Other group or organisation	4	1	0	0	0	0
Pupil / student	1	3	0	0	0	0
Special school staff	3	0	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	123	41	5	2	3	2

The figures in Table 4 indicate that the majority of respondents (70%/123) strongly agree with Priority 2, whilst a further 23% (41) agree. Only 3 respondents (2%) strongly disagree with Priority 2.

Support for Priority 2 (respondents who 'strongly agree' or 'agree' combined) was lower for the General Public (77%) than Parents / Guardians / Carers (92%) and Pupils / Students (100%). Indeed, 98% (40 respondents) across all those respondents who work in an education capacity/environment 'strongly agree' or 'agree' with Priority 2 unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.

Support for Priority 2 was least pronounced in Warwick District with (90%) of respondents who 'strongly agree' or 'agree' combined) compared to those living or working in the other boroughs and districts in Warwickshire. Indeed, 4% of respondents living or working in Warwick District were opposed to Priority 2 (stating they 'strongly disagree' or 'disagree').

Additional comments related to Priority 2

A total of 71 respondents chose to leave a comment or suggestion regarding Priority 2. A consistent message from the comments provided was that, whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to *all* children, not just those classed as vulnerable. Another key theme raised by respondents is the importance of mental health support and channels of communication to enable vulnerable learners to fulfil their potential.

Table 5. Qualitative themes relating to Priority 2 Agreement – online survey only

Theme	Examples for illustration	Count (base = 71)
Current difficulties in accessing support for vulnerable learners (eg. specialist mental health support / training)	*"SEND awareness, understanding and action needs huge improvement. So many children are excluded and their needs unmet"* *"Additional/specially trained staff for SEND pupils, for example, is required"* *"From personal experience the woeful lack of knowledge and support of children affected by mental health issues is very apparent"* *"I think the provision of a mental health nurse or practitioner in schools should be an absolute priority"*	34
Funding cuts will hinder the success of Priority 2	*"Investment is needed in special schools"* *"Again, funding appears to be an issue. I know lots of people that have experienced difficulty in getting their child assessed let alone provided with support"*	15
A more inclusive Education Strategy required	*"This should be for every child. Not just vulnerable ones"* *"This area needs a huge improvement as children who come under this umbrella have been overlooked for too long and have been let-down by the systems in place at the moment"*	13

No 'one-size-fits-all' approach	*"Unlocking talent isn't just about the amount of GCSEs a child gets, its having social skills and the opportunity to experience vocation skills as well as academic subjects. Educate for life rather than just for OFSTED results. One size does not fit all, tailored education to suit the variety of kids abilities"* *"This is extremely important, especially for people with social, emotional and mental health needs. I feel a lot more partnership work can be done with third sector support agencies to help meet the needs of these young people"*	11

Priority 3 – Supporting successful system leadership

Respondents were asked to what extent they agreed or disagreed with Priority 3 'System Leadership' – supporting successful system leadership, empowering communities, so that the Warwickshire Family of Schools can thrive, and no school is left behind.

Table 6. Priority 3 Agreement 'System Leadership'

Type of respondent	To what extent do you agree or disagree with Priority 3?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	40	31	13	4	0	0
Other	11	5	0	0	0	0
General public	2	8	2	0	2	1
Primary education staff	5	5	0	1	1	0
Primary Head Teacher	5	3	1	0	0	0
Other specialist staff	1	5	3	0	0	0
Early years staff or provider	3	3	0	0	0	0
Secondary education staff	1	2	1	0	1	0
College / Further education staff	1	3	1	0	0	0
Other group or organisation	4	1	0	0	0	0
Pupil / student	1	1	2	0	0	0
Special school staff	1	1	1	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	**76**	**68**	**24**	**5**	**2**	**1**

The figures in Table 6 indicate that the majority of respondents (81%/144) either strongly agree or agree with the Priority 3 Agreement. Only 2 respondents (1%) strongly disagree with Priority 3.

Support for Priority 3 (respondents who 'strongly agree' or 'agree' combined) was highest amongst all those respondents who work in an education capacity/environment (83%). The strongest opposition to Priority 3 came from Parents / Guardians / Carers where (5%) disagree with this.

Support for Priority 3 was least pronounced for respondents living or working in Nuneaton & Bedworth Borough (70% of respondents who 'strongly agree' or 'agree' combined) compared to those living or working in the other boroughs and districts in Warwickshire. Indeed, 87% in Stratford-

on-Avon District and 86% in Warwick District support Priority 3 (stating they 'strongly agree' or 'agree') with successful system leadership.

Additional comments related to Priority 3

A total of 52 respondents chose to leave a comment or suggestion regarding Priority 3. A consistent message from the comments provided was that there is no clear plan in the draft Education and Learning Strategy as to how this Priority will be achieved and confusion as to what "successful system leadership" actually means.

Table 7. Qualitative themes relating to Priority 3 Agreement – online survey only

Theme	Examples for illustration	Count (base = 52)
Support for teachers / staff	*"Teachers these days have to manage budgets, staff, premises etc. - they need business management skills, and most simply haven't got those. You are failing those teachers by not providing adequate support and budget"* *"I am concerned that more admin and bureaucracy will actually reduce the effectiveness of some schools. They are already under a great weight of administration that takes the teachers out of the classroom and the head teachers away from supporting their stretched and stressed staff members"* *"There are too many leaders and not enough basic support staff and teachers* *Class sizes are being pushed up to gain more revenue which only means vulnerable children receive less attention"* *"As a school leader, I know that it is becoming increasingly challenging to ensure provision which is at least good or outstanding for all pupils. Schools have to work closely together to share the resources that they have particularly the development of staff who are the most valuable of all resources"*	23
Pressures on schools / teachers / children to achieve high standards and targets (eg. OFSTED)	*"Whilst I agree with the principle, it seems that schools are completely driven by an Ofsted need to provide data for measurement. I would love to see an approach that judges success in other ways too - the happiness of the children for example, the values of the school, the SEND provision etc."* *"However the OFSTED system is demanding and can be damning. Don't set unrealistic targets"* *"Too many variants. It's not just about high ratings on OFSTED. And looking good on paper. You have to have a strong infrastructure, starting with strong teachers. When a child is falling behind or struggling, they aren't to be discredited and left, similar the over achiever is to be encouraged and not left to 'get on with it' they need to be supported to show their true potential. You can't have all the resource of teaching going into under achievers just so the school gets a higher OFSTED score"*	14

	"It should be noted that the pressure on academic achievement at the expense of social and emotional literacy is damaging our young people. A good or outstanding school needs to be as good at social and emotional literacy as it is at academic achievement. Without this, I do not see that the school can be measured as good or outstanding"	

Priority 4 – Promoting employability

Respondents were asked to what extent they agreed or disagreed with Priority 4 'Promoting employability'; offering the best possible opportunities for all learners so that the local economy can grow, and young people can take on the responsibilities of adult life.

Table 8. Priority 4 Agreement 'Promoting employability'

Type of respondent	To what extent do you agree or disagree with Priority 3?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	53	27	4	3	1	0
Other	12	4	0	0	0	0
General public	8	5	0	0	0	0
Primary education staff	4	7	1	0	0	0
Primary Head Teacher	6	3	0	0	0	0
Other specialist staff	4	2	2	0	0	0
Early years staff or provider	5	1	0	0	0	0
Secondary education staff	2	2	1	0	0	0
College / Further education staff	3	1	0	0	0	1
Other group or organisation	3	2	0	0	0	0
Pupil / student	1	1	2	0	0	0
Special school staff	1	2	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	103	57	10	3	1	2

The figures in Table 8 indicate that the majority of respondents (59%/103) strongly agree with Priority 4, whilst a further 32% (57) agree. Only 1 respondent strongly disagrees with Priority 4.

Support for Priority 4 (respondents who 'strongly agree' or 'agree' combined) was highest amongst the General Public (100%). The strongest opposition to Priority 4 came from Parents / Guardians / Carers where (5%) disagree with this.

Support for Priority 4 was most pronounced for respondents living or working in Stratford-on-Avon District (95% of respondents who 'strongly agree' or 'agree' combined) compared to those living or working in the other boroughs and districts in Warwickshire.
Additional comments related to Priority 4

A total of 51 respondents chose to leave a comment or suggestion regarding Priority 4. A consistent message from the comments provided was that promoting academic achievements should not be to the detriment of employability. Life skills, not just academic skills, are also crucial.
Table 9. Qualitative themes relating to Priority 4 Agreement – online survey only

Theme	Examples for illustration	Count (base = 51)
Equal consideration of life/employability skills, not just educational achievement	*"I feel both primary and high schools focus on educational achievement, rather than life and employability skills at present eg. there is no guidance or learning in terms of personal/household budgeting, interview and CV techniques"* *"Promoting employability is a great aim. It would be great for students to be developing the skills they will need in the workplace alongside the traditional curriculum. For example, communication skills, teamwork, leadership, interview techniques etc."* *"Skills and exams are important but being a fully rounded person is just as important - able to adapt to situations - a wider curriculum again would help to support this"*	35
Building links and connections with employers to access jobs and apprenticeship opportunities	*"How about a central communications hub that enables schools can engage with employers? Schools could click on a button and find out which local employers offer career talks, work experience, business mentoring, site visits"* *"Any links that can be built with employers are really beneficial. I know from personal experience that inviting companies in to share what they do can really help teenagers make a much more informed career or further education choice"* *"Employability workshops and support should be given just as much importance as higher or further education"*	25
Funding cuts will hinder the success of Priority 4	*"Sufficient funding is required to achieve this priority. Schools need to source or employ fully trained careers advisors to deliver careers support and advice for young people. Schools also need to invest in staff specifically employed to target support from local businesses and building relationships to secure apprenticeships and not add this task onto already heavy staff workloads"*	10

Education Strategy and clarity on the Council's role

Respondents were asked to what extent they agreed or disagreed that the draft Education Strategy achieves clarity on the Council's role (by agreeing, respondents therefore believe that the draft Education Strategy clarifies the Council's role).

Figure 2. Proportion of all respondents answering 'Yes', 'No' and 'Not sure' to whether the Education Strategy achieves clarity on the Council's role
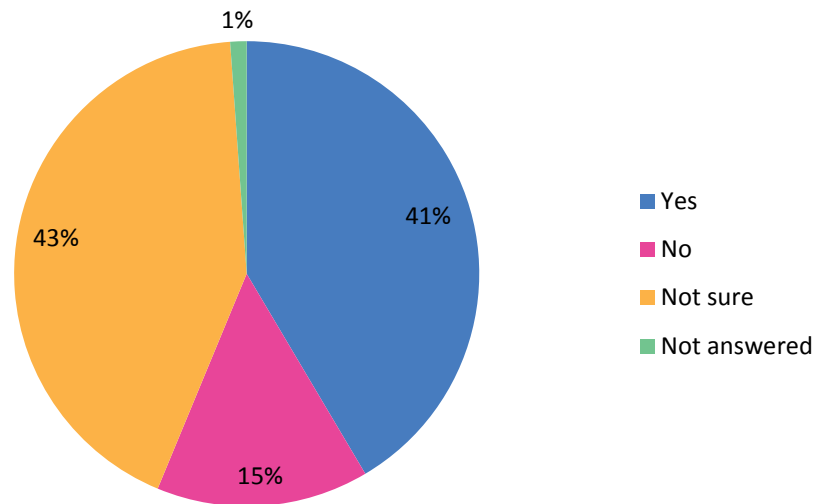
Figure 2 highlights the proportion of all respondents who agreed, disagreed or were not sure whether the draft Education Strategy achieves clarity on the Council's role. Whilst 41% (73 respondents) believe the draft Education Strategy does achieve clarity, 43% (75 respondents) were unsure. Table 10 highlights differences in responses between respondent categories.

Table 10. Does the draft Education Strategy achieve clarity on the Council's role?

Type of respondent	Does the draft Education Strategy achieve clarity on the Council's role?			
	Yes	No	Not sure	Not answered
Parent, guardian or carer	29	13	45	1
Other	9	2	5	0
General public	7	2	4	0
Primary education staff	5	3	4	0
Primary Head Teacher	6	1	2	0
Other specialist staff	4	1	4	0
Early years staff or provider	2	1	3	0
Secondary education staff	3	1	1	0
College / Further education staff	1	1	2	1
Other group or organisation	4	0	1	0
Pupil / student	1	0	3	0
Special school staff	1	1	1	0
Nursery school staff	1	0	0	0
Total	**73**	**26**	**75**	**2**

Agreement that the draft Education Strategy achieves clarity on the Council's role (respondents who stated 'yes') was highest amongst the General Public (54%). Disagreement (respondents answering 'no') was highest amongst all those respondents who work in an education capacity/environment (20%).

Agreement (respondents stating 'yes') that the draft Education Strategy achieves clarity on the Council's role was most pronounced for respondents living or working in Warwick District (45%) and Rugby Borough (43%), whilst the strongest disagreement was from respondents living or working in Nuneaton & Bedworth Borough (26% stated 'no').

Additional comments related to clarity on the Council's role

A total of 37 respondents chose to leave a comment or suggestion regarding the draft Education Strategy achieving clarity on the Council's role. A consistent message from the comments provided was that no specific details or practical action points as to how these proposals/targets will be met have been provided.

Table 11. Qualitative themes relating to clarity on the Council's role – online survey only

Theme	Examples for illustration	Count (base = 37)
Practical action plan required as to how these proposals/targets will be met	*"But how will these be achieved? Until that is clear, one can't wholly agree"* *"The language is fairly high level and does not provide detail on how these aims are to be achieved"* *"It would be helpful to have some case studies of how this would be achieved, and how this would be different from what we have currently"* *"It is a very broad statement and how is the effectiveness going to be measured?"*	28
A more inclusive Education Strategy required	*"It must maintain a broad understanding and expression of 'education' if the strategy is to work for all young people"* *"What I have read so far does not apply to all learners; it only appears to focus on vulnerable or disadvantaged learners. It is not clear what the council will do to support children who are not categorised as vulnerable or gifted"*	7

Additional information

Respondents were asked at the close of the survey if they had any further comments or suggestions in relation to what they would like to see in the Education Strategy. These included general comments and suggestions in relation to the draft Education Strategy with many returning to issues raised earlier in the survey.

Table 12 Key themes from 'any other comments or suggestions in relation to what you would like to see in our Education Strategy?' open text question

Key theme	Example for illustration	Count (base = 70)
Funding is required to achieve Priorities	*"Schools are having to pick up from lack of social services funding and are creaking at the seams as a result. Budgets are squeezed and the pressure and demands on schools is increasing. Moral is low. The housing being built in the area is excessive and I worry we just don't have the education provision to match the additional population, especially with regards to*	34

	secondary education"	
A clear action plan required to achieve goals	*"I would like to see how the council plan to achieve their goals - not just say that they will. How will they support teachers and schools? How will they provide support for disadvantaged students?"*	20
Support for vulnerable children	*"Within the priority to ensure schools are provided with right tools and skills to recognise and flag the right support needed for vulnerable children or children who have faces early childhood trauma"*	16
A more inclusive Education Strategy	*"Whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to all children, not just those classed as vulnerable"*	10
Support for training / development	*"For staff working in both early years and in schools to be given more training to support them to identify and support children who are not meeting age related expectations in speech, language and communication as this has a huge impact on children's learning and outcomes in later life"*	9
Focus on life / employability skills, not just educational achievement	*"There is too much focus on academia. Not everyone is a boffin, so tailor it accordingly so those less academic don't leave school with a chip in their shoulder or feeling inferior"* *"Support should be shared equally between all levels of ability in education. Children that aren't academic should have other skills taught and encouraged"*	7

HEAD TEACHERS' CONFERENCE MARCH 2018

Feedback from the Head Teachers' Conference in March 2018 (comprising 130 Head Teachers of Primary, Secondary and Special Schools from across the county of Warwickshire) was included via the Facilitated Group Survey. The findings from Facilitated Group Survey show that there is support from Head Teachers for the Priorities, but a number of further thoughts are provided in the following Tables (13, 14, 15, 16 and 17) to provide an overview of educational staff responses to the draft Education Strategy. In particular, the recurring themes from the comments provided were that more funding, training and support, as well as 'joined up thinking' (connecting schools, other local services and parents) is required in order for the Priorities to be successful.

Table 13. Comments on Priority 1

Description/theme	Count (base=60)
'Joined up thinking' – connecting schools with other local services such as social care, healthcare etc.	15
Better / quicker identification of additional needs before entering school system (eg. SEND or EAL needs)	13

Description/theme	Count
More funding required	10
Standardised training and testing of all nurseries (especially private) via Ofsted or other bodies to make nurseries more accountable	7
More involvement from all parties regarding school readiness and smoother transitions	6
To hold parents more accountable for their children and their behaviour	5
Update to admissions and attendance procedures to give schools more autonomy so that the child gets the 'right' place first time	4

Priority 1 examples for illustration:

"If you get WE1 right, the rest will work"

"What does 'school ready' mean? Are schools 'children ready'?"

"'Corporate' approach to transition programmes for children going from Nursery to Reception, Reception to Year 1, Year 6 to Year 7"

"Raise the profile of Early Years so that parents are more accountable to their child's learning"

Table 14. Comments on Priority 2

Description/theme	Count (base=83)
'Joined up thinking' – agencies working together to support the child – not only the responsibility of the schools	17
Regarding admissions and where children are educated. Emphasis on more special places/schools. Some contradictions on having more/less children in flex/home school learning	10
More training for staff and school support	10
Earlier identifying and referring of vulnerable learners and the pace of referrals to be picked up	9
More parental accountability, training and support	9
More scope and training for developing individuals rather than treating all children in the same way	8
More funding required	7
More mental health training and support (for teachers as well) not only vulnerable learners	7
Updating targets and school readiness to ne more supportive/flexible for vulnerable children	3
More cohesion and communication between mainstream and SEND/special learning	3

Priority 2 examples for illustration: *"The strategy is wrong. Our aim should not be to force students into a school place where they are destined to fail/struggle. Other options are required."*

"We need adapted curriculum provision for 'challenging' pupils"
"Where is building resilience in this section?"
"Development of other life skills rather than just Maths/English skills"
"Every school needs a counsellor to support mental health needs. And consider the impact of a lack of resources on teachers' mental health"

Table 15. Comments on Priority 3

Description/theme	Count (base=38)
Admissions sufficiency and OFSTED ranking – make all schools better and use networking/support systems/LA to have good schools support and mentor struggling schools	12
More funding required	8
Funding and support requests for Head Teachers	7
'Joined Up Thinking' and extra-curricular support	5
Concerns over narrowing of curriculum	2
More training	2
More mental health training and support including for teachers	2

Priority 3 examples for illustration:

"Admissions information to parents being totally transparent and correct"
"Greater emphasis on dialogue/context in making school judgements"
"Support for 'A' and 'B' schools so that they don't slip into 'C' and 'D'"
"More recognition for senior leaders working in disadvantaged schools"
"Please continue with consortiums"
"Just call it 'Empowering Education Communities'"
"Allow schools to give pupils wider curriculum/opportunities so that they enjoy school – and leave school both academically and socially ready"
"Relieve the pressure on schools to focus heavily on teaching/tests thus narrowing the curriculum"
"Mental health around staff is an issue with workload and demanding pupils"

Table 16. Comments on Priority 4

Description/theme	Count (base=51)
Developing local business links and increasing their involvement in school and projects	16
Exam and curriculum alterations, especially including employability/skills earlier in the curriculum and feeding back information to primary how secondary children have progressed	13
Interschool support for local projects/enterprises/networks	6
More funding required	5
More apprenticeships	2
Special Schools partnerships/internships with local businesses and enterprises	2
Questions as to where adult learning fits in a school environment	2
More parent involvement and accountability	2
Issues begin with admissions	2
Change the wording to simply 'Promoting Employability'	1

Priority 4 examples for illustration:

"Employability curriculum starting at EYFS"
"Curriculum needs to fully prepare children for the world they will be adults in – jobs that robots won't do!"
"Shared resources across our schools: supported internship model, curriculum design, business links"
"Continuity of funding is needed rather than SFE seemingly being diverted into a series of 1 year hits
"Special schools supporting mainstream partner schools to share supported internship opportunities"

Table 17. Comments and suggestions for the Education Strategy

Description/theme
Does strategy have enough emphasis on wider community in supporting schools?
Visit each school to discuss individual needs, take ideas to senior level, little LA presence in schools
'Stretch' not 'achieve' potential
Will the LA promote itself as more than a service provider?
Why are the schools and colleges not explicit in the diagram when Children Centres and Early Year Providers are?

PUBLICISING OF EDUCATION STRATEGY 2018-2023 CONSULTATION

Publicising channel	Detail
External publication	
Ask Warwickshire	Dedicated consultation webpage (providing full information, copies of survey and policy documents and link to online survey)
Email (outbound)	Email distribution list: SEND and Inclusion; Adult and Community learning; Learning and Performance; Education Sufficiency and Access; Governors; Virtual School; Members; 250 Schools, Health and Wellbeing Board (HWBB); 250 PVIs, colleges and educational settings; Parent Carer Forum; District and Borough councillors; 500 childminders (where known); University of Warwick, ABP Co-ordinators; Prospect Services; Children and Families Partnership board; Safer Warwickshire Partnership board
Email (inbound)	Dedicated email address set up to provide an opportunity for people to respond via email
Media relations	News release sent to all local media; Presence on WCC news page; Liaison with Observer series re. consultation; interview request from Free Radio
Social media	Warwickshire County Council Facebook; Warwickshire County Council Twitter (10.5k followers, as well as retweets from other WCC accounts); WarksDemocracy Twitter (723 followers); WarksCoPro (200 Facebook followers and 400+ Twitter followers); Public Health; WCC Early Years; FIS; Libraries; Fostering; Warwickshire Parent Carer Forum (680+ Facebook followers)
Face-to-face	Face-to-face opportunities accessing various stakeholders through public consultation events. See 'Key Activities' table below for the Warwickshire Education Strategy Consultation Log list of meetings where the strategy was discussed
Newsletters	WCC channels; Heads Up, Warwickshire Weekly news release
Post (covering letter and leaflet)	1,500 to parents (via schools); 250 to schools; 1,500 to PVIs, colleges and educational settings; 500 to childminders (where known); 1,200 to E & L distribution; 40 at EY Visioning event (February 2018); Warwickshire Skills Conference with 140 delegates (heads, college leaders, university careers staff, WCC Economy staff, business leaders), Children's O & S Committee; WES focus group of MAT leaders; 300 to People Group and other internal leafletting
Paper surveys	On request
Internal publication	
Email (outbound)	See above
Email (inbound)	Dedicated email address set up to provide an opportunity for people to respond via email
Newsletters	WCC channels: Remember – 57 elected members

Meeting consulted	Attendees and involvement
February Challenge Board 20 heads	20 heads
Early Years Visioning event	40 attendees – wide range of stakeholders
Closing The Gap Board	10 WCC attendees plus 6 heads / colleagues WE2 (ii) - Closing the Gap Board to Lead
Primary SENCos	February meeting
Secondary SENCos	February meeting
Southern Area Analysis Group	February meeting
Safer Education Board	30x leaflets distributed to meeting attendees
Primary School focus groups	12 parents, 10 pupils, 10 staff
Fair Workload Charter Group	10 leaflets
Primary Team Meeting	20 LIOs and members of the Learning Performance Team
Headteachers' Meeting	107 delegates. 105 schools represented. Coventry DBE and Midlands Academy Trust also represented. Leaflets given out in delegate packs. Strategy and four priorities introduced. Discussion on tables - summary of feedback shared and all feedback on post-it notes collected at the end of the meeting to be collated and fed into consultation
Education Challenge Board	20 heads plus colleagues and representative of Coventry Diocese and Regional Schools Commissioner
Warwickshire Skills Conference today	140 delegates (heads, college leaders, university careers staff, WCC Economy staff, and business leaders) 90 leaflets taken
Warwickshire MPs	All Warwickshire MPs sent notification of Consultation Period along with links and contact details. Inviting them to pass on to their constituents
High School	20 leaflets
Education strategy email	3 emails received, read and included, responded
	20 leaflets given out at Children's O&S Committee plus a lengthy agenda item on the consultation.
Schools forum	30 leaflets, and lengthy discussion – see minutes
Northern, Nuneaton and Bedworth Area Analysis Group	minutes
Eastern Area Analysis Group	minutes
Central Area Analysis Group	minutes
Norther, Nuneaton and Bedworth Area Analysis Group	minutes
WES focus group	20 Ed Strategy leaflets to the WES focus group of MAT leaders and heads
Schools of Concern	
Secondary Team Learning Improvement Officers	
Primary School Improvement Board	
Primary Team Learning Improvement Officers	
SEND Programme Board	
Special School Heads	
Primary Special Education Mental Health	
Governor Focus Groups	Present: 12 governors and clerks

Primary school focus groups	8 staff, 10 parents, 10 children
Special school focus groups	4 staff, 8 students
Secondary school focus groups	9 staff, 13 students
Parish Council response (in post)	

EQUALITY AND DIVERSITY ANALYSIS

The online survey asked respondents to complete information regarding equality and diversity. The results are set out in Table 18 below.

Table 18. Online respondent profile

Gender	Male (including trans man)	34
	Female (including trans woman)	129
	Other including non-binary	0
	Prefer not to answer	8
	Not answered	5
Age in years	Under 18	4
	18-29	9
	30-44	73
	45-59	65
	60-74	14
	75+	0
	Prefer not to answer	8
	Not answered	5
Long standing illness or disability	Yes	9
	No	156
	Prefer not to answer	7
	Not answered	4
Ethnicity	White-English/Welsh/Scottish/Northern Irish/British	148
	White - Irish	2
	White - Gypsy or Irish Traveller	0
	White - Any other background please specify	3
	Mixed - White and Black Caribbean	1
	Mixed - White and Black African	0
	Mixed - White and Asian	0
	Mixed - Any other background please specify	2
	Arabic	0
	Asian or Asian British - Pakistani	0
	Asian or Asian British - Bangladeshi	0
	Asian or Asian British - Chinese	0
	Asian or Asian British - Indian	3
	Asian or Asian British - Any other background	0
	Black or Black British - African	0
	Black or Black British - Caribbean	0
	Black or Black British – Any other background	0
	Any other Ethnic group - Please specify	2

	Prefer not to answer	12
	Not answered	3
Religion	Buddhist	0
	Christian	91
	Jewish	0
	Muslim	0
	Hindu	0
	Sikh	2
	Other – Please specify	4
	None	57
	Not answered	3
Sexuality	Heterosexual or straight	150
	Gay or lesbian	1
	Bisexual	3
	Other	2
	Prefer not to answer	17
	Not answered	3